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ABSTRACT

This is the third of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. These materials were developed to provide an individualized, competency-based teacher training program. The modules in this booklet deal with student teaching. A rationale, program description, validations, and assumptions are followed by the major portion of the program which consists of five appendices and copies of report forms. The prerequisite component, modules, guidance-counseling, behavior guides, and terminal objectives are appended. Module topics are: classroom management; discipline; planning; instructional objectives; activities; evaluation, questioning; concept development; developing values; nonverbal communication; set-closure; and strategies. Behavior guides cover individual professional behavior, guidance and counseling behavior, classroom management, planning and organization, creating a motivational environment, instructional and evaluation behavior, and relations with staff and parents. Volume I is SO 006 628; Volume II is SO 006 629. (KSM)

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EDUCATION 321

Social Studies - Student Teaching

An Individualized Performance-Based Model

Pilot Program

Fall, 1973

Clement J. Hasenfus

SO 006630

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A Note to the Public

The materials in this booklet have been developed under the auspices of the Rhode Island Staff Development Cooperative, a consortium funded by the New England Program in Teacher Education. This is the last of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. The modules contained herein are in draft form and will be field tested during the 1973-74 academic year. It is anticipated that these modules will be revised in response to field testing evaluation and will undergo continuous revision as they are implemented.

The first volume, dated Spring, 1973, contains modules dealing with general teaching skills, and is primarily intended for a pre-student teaching program. Those modules were field tested during 1972-73 and revised in response to field test evaluations.

A second booklet containing modules dealing with social studies skills and skills for the teaching of English in addition to general teaching skills will be available in the fall of 1973. Modules in this volume will be field tested and evaluated during the fall semester of the 1973-74 academic year.

Carmela E. Santoro

Dr. Carmela E. Santoro, Director
R. I. Staff Development Cooperative

Preface

This handbook is an experimental model of Performance Based Student Teaching in the area of secondary social studies. It is a first edition and will be revised in the light of the findings. It is expected that additional modules will be included, and that the present modules will be modified or eliminated.

The terminal behavioral objectives were collated and written by Professors Mary Keeffe and Katherine Murray following a series of workshops with cooperating teachers and secondary education faculty. They are more comprehensive than the handbook and also are experimental.

Dr. Carmela Santoro and Dr. Walter Crocker were most helpful in this task by providing time, ideas, materials, and encouragement.

Clement J. Hasenfus
Rhode Island College
Fall, 1973

RHODE ISLAND COLLEGE

PERFORMANCE BASED STUDENT TEACHING

SOCIAL STUDIES - EXPERIMENTAL PROJECT

Rationale

The regular student teaching program at Rhode Island College consists of a full semester of student teaching in a public school under the daily guidance of a selected cooperating teacher. This, under the overall supervision of a college instructor. The normal load consists of three classes perday with planning and correction time. In addition, a schedule is developed with the approval of the administration which allows the student to observe and, in certain instances, participate in all of the several functions of the school operation such as observation of classes in all academic and non-academic fields, administration and supervising responsibility, maintenance and custodial areas.

In a computerized society, emphasis is placed on a final, standardized product or performance, rather than time-involved. In the educational milieu the thrust is blunted by the humanizing factor. Nevertheless, the pervasive force is present, strong and urgent even if subliminal. To meet adequately, reasonably, realistically and at the same time, humanely, the current of the times, the college must re-examine the student teaching program, its purpose, function, standards, and time sequence. The current pro-

gram may be the most desirable, or any of several alternatives may be more desirable or effective within our present societal structure and current cultural constraints. The following represents an alternative.

The Performance Based Student Teaching program includes a number of modules that the student must complete in specified areas in addition to a number of experiences in which the student must participate in order to develop a more adequate insight into the role of a teacher. This is facilitated since the student teaching experience is perhaps the only time in the life of a teacher when he will be welcomed into all areas of the educational system in a non-threatening posture.

Program

When a student completes the following activities (Appendix B - C) he will have fulfilled the course requirements and will be certified as having demonstrated competency in the following activities (Appendix B - C). The student may proceed at his own pace but may not complete the program in less than one-half of one semester nor more than two semesters.

The program consists of three components:

A. Prerequisite component, which includes the entry requirement in terms of courses, indices, department regulations and a written statement by the student indicating his Philosophy of Education and Rationale for Teaching. (Appendix A)

B. Teaching component, which consists of a series of of activities pertaining to the teaching-learning act, and including strategies, skills and management procedures. (Appendix B)

C. Support component, which consists of administrative, pupil personnel, social services, and media segments. (Appendix C)

Each segment is composed of reading, viewing, listening activities which will provide the student with the background necessary for a functional understanding and application of the specified activity. In addition to the required tasks there are a number of supplementary tasks that the student may attempt if he wishes to broaden his understanding of a concept and to increase his facility in applying the principles of a strategy. If the student feels sufficiently well versed in any segment he may omit the required tasks and request validation by the appropriate person. Failure to meet the standard, requires recycling and may necessitate remedial procedures.

Appendix D contains Behavior Guides adapted from Daniel L. Merritt's "Performance Objectives for Student Teaching." They serve as guides for student, cooperating teacher, and college supervisor. During the course of his experiences the student will have demonstrated by overt action, his awareness of the concept involved in the individual statements. Some of the concepts will become routinized through use, others will require a conscious effort when the ocassion arises. The teaching act is not the

presentation of a series of discret acts, but rather the "symphonic" arrangement of teacher behaviors that result in cognitive pupil behaviors. These individual acts are of unequal value. The student must master some, attempt others and merely be aware of still others at this stage in his development.

Appendix E is a list of terminal objectives for student teaching.

Validation

During practicum the student has been introduced to a number of skills strategies and theories but has had a limited opportunity to develop these to an acceptable level. Student teaching provides the student with the time and the continuity with a group of pupils to practice a skill until it meets an acceptable level. In each instance, the student demonstrates an intellectual competence and a performance competence. The end product is a student who has a working knowledge of a theoritical construct and has demonstrated an ability to prepare objectives and activities consonent with the theoritical construct and to use effectively these activities in the classroom. The student is measured by team observation or by demonstrated pupil growth. (forms B-C)

I.C. Intellectual Competence -- an understanding of the theoritical basis and an ability to write objectives and activities consonant with the theory.

P.C. Performance Competence -- the ability to demonstrate the activities with a group of pupils in the classroom

This program is consistant with the guidlines suggested by Elam.[1]

1. Teaching Competencies to be demonstrated are specific, made public in advance, written in measurable terms.

2. Assessment criteria to be used are specific, made public in advance, are competency based.

3. Assessment takes into account student knowledge, but also requires student performance as evidence of competence.

4. Student's rate of progress is competency based rather than time based.

5. The instructional program facilitates student achievement of specific competencies.

1. Stanley Elam, "P.B.T.E. What is the State of the Art?" A.A.C.T.E., Washington, D.C., December, 1971.

In developing this program certain assumptions[1] are made.

Assumptions

Teaching competencies of secondary school teachers of social studies can be stated in behavioral terms. Teaching competencies are those overt expressions, either oral or written, specific to the activities of a teacher prior to, during, or following contact with pupils in a learning situation. Behavioral terms as used here refer to those activities of a teacher that are observable and quantifiable. Further, any behavior used herin would have concensus among teachers (i.e.: a learning experience such as arranging for and conducting a group discussion would be readily identifiable as such by professional teachers.)

The description of behaviors expected from beginning teachers can be used as the criteria for terminal behavior on the part of students who have taken practicum plus student teaching.

Once behaviors of the beginning teacher are described, they can be allocated between student teaching and practicum. A sequence can be established.

The competencies represented in the teaching tasks will be demonstrated during student teaching. Teaching style is subordinate to the quality of pupil learning achieved. The prime focus must be on pupil learnings and their effective learning

1. Adapted from Ambrose Clegg.

strategies. Teaching strategies become the "structures" which enhance pupil learning--hence "teaching strategies" cannot be isolated and seen as an entity separate from pupil learnings.

The teaching task can be divided into three major segments -- preparation for meeting the class (the pre-teaching task), working with pupils in the instructional setting (the teaching task), and analysis and evaluation of the experiences in the instructional setting (the post-teaching task). These recycle daily.

Student teaching becomes an experience where integration of the learning from the practicum (theory and experience) becomes molded through the consecutive days with a specific group.

APPENDIX A

PRE-REQUISITE COMPONENT

Before being admitted to Ed 321, Student Teaching, the student must have fulfilled the following requirements:

1. Educational Course Requirements

Psychology 214	Psychological Foundations (Sec)
*Education 300	Social Foundations
Education 302	Philosophical Foundations
Education 310	Practicum

2. Social Studies Course Requirements

Eight course (four history and four non-history)

3. Index

Total (overall) 2.00
Social Studies (only) 2.50

4. Approval of:

Chairman of Secondary Ed. Dept.
Director of Student Teaching
Dept. of Speech (Proficiency)
Dept. of A.V. (Proficiency)

5. Submit a written statement indicating personal Philosophy of Education and Rational for Teaching.

6. File request form for Student Teaching placement with Director of Student Teaching.

*May be taken concurrently with Ed. 321 (or) following semester.

Appendix B

MODULE CLASSROOM MANAGEMENT

Rationale: Classroom management is essential to success in teaching Many authorities even consider it a prerequisite to teaching It involves many facets: the personality of the teacher, the composition of the class, the philosophy of the principal, the values of the community and the expectations of the parents. These factors have a strong influence on the management of the classroom, however it is the teacher who must set the tone, create the atmosphere, and make the classroom an efficient and desirable setting for learning.

Developing routines and establishing procedures are major elements in organizing the classroom for effective learning. Pupils like to know what is expected of them. They feel more secure in a stable situation and exhibit greater achievement in an organized class.

As members of a class, pupils have responsibilities to themselves and to the class. They are expected to maintain standards of speech, manner, and civility along with academic standards. Also, pupils are expected to contribute to the class in other ways, for example, by preparing bulletin boards, organizing, shelving, filing, distributing and collecting materials and operating media.

By delegating responsibility and establishing routines, the well organized classroom provides efficiency and security and allows more time for the chief function, maximized learning.

Objectives:

1. To make the student aware of the importance of classroom management.
2. To acquaint the student with some factors involved in classroom management.
3. To suggest procedures conducive to classroom management.
4. To permit the student to practice and develop skills in classroom management.

Pre-Assessment:

1. The student will explain orally or in writing an understanding of classroom management.

2. The student will demonstrate proficiency in classroom management by actual classroom performance.

Activities:

Report in Writing - Use form A

Read

1. Classroom Management and Discipline
   Monograph #2 by Florence Barton
   Weber State College, pages 1-16.

2. Student Teaching Handbook
   Rhode Island College - pages 48-52

3. Pygmalion in the Classroom
   by Rosenthal and Jacobson

4. What Do Students Really Want
   PDK fast back #12
   by M. Dale Baughman

View - Listen

Vimcet #17 - Instructional Supervision

Discuss

- with your cooperating teacher, principal or college supervisor the significance of classroom management.

Perform

- conduct a series of classes demonstrating your proficiency with the skills of classroom management.

Post-Assessment: Same as pre-assessment. Also use guide sheet.

RHODE ISLAND COLLEGE

GUIDE SHEET
Classroom Management

Name_____ Date_____

Were the following -- acceptable	Satisfactory	Not Satisfactory
1. Pupils entering room.	_____	_____
2. Pupils leaving room.	_____	_____
3. Pupils moving in room during class period.	_____	_____
4. Checking attendance.	_____	_____
5. Responding to office.	_____	_____
6. Distributing papers.	_____	_____
7. Collecting papers.	_____	_____
8. Making assignments.	_____	_____
9. Grading - Testing.	_____	_____
10. Using Media	_____	_____
11. Beginning lesson.	_____	_____
12. Ending lesson	_____	_____
13. Changing activities - groups	_____	_____
14. Speech patterns.	_____	_____
15. Civility.	_____	_____
16. Housekeeping - shelving - filing.	_____	_____
17. Bulletin boards.	_____	_____

Guide Sheet - Classroom Management (page 2 continued)

Comments:

Observer _____ Date _____

MODULE DISCIPLINE

Rationale: "To develop by instruction and exercise."

In recent times the word discipline has fallen into dis-favor and become almost a non-word. There may be many reasons for this development but both school and society seem to be guilty of eliminating the concept without really understanding its meaning while at the same time forgetting Newton's Second Law.

In the past some schools may have been repressive by establishing rules for rules sake. On the other hand other schools developed rules for the benefit of the group and the individual.

Regulations always, are necessary for the efficient functioning of groups. At the optimal level when individuals understand and adhere to the regulations, there is complete internal or self-discipline. At the minimal level when there is complete disruption and external pressure must be maintained for the good of the group and the individual, there is a complete lack of self-discipline.

Like society, schools aim at complete self-discipline and maintain only that degree of external restraint required for successful group functioning. Thus, with each increment of self-discipline there is a corresponding diminuation of external discipline until the optimal is reached.

Objectives:

1. The student will, orally or in writing, explain the meaning and importance of discipline in the classroom.
2. The student will develop a set of guidelines for discipline in the classroom.
3. The student will list the factors involved in positive discipline.
4. The student will demonstrate a disciplined classroom.

Pre-Assessment:

1. Explain by discussion with the cooperating teacher, principal or college supervisor that you understand the meaning and implication of discipline in a classroom situation.

2. Demonstrate with an actual class the principles of classroom discipline.

Activities:

A. Read

1. "Discipline or Disaster" by Stoops and Stoops P.D.K. fastback #8.

2. "Successful Teaching in Secondary School" by Sterling G. Callahan, page 29-31, 301-306.

3. "Classroom Management & Discipline" Monograph #2 by Florence Barton, Weber State College, pp. 16-22.

B. View - Listen

Vimcet #15 Discipline in Classroom
Wayne State Filmstrip-Achieving Classroom Discipline

C. Discuss

- with your cooperating teacher, principal or supervisor the meaning and importance of discipline in the classroom.

D. Perform

- by your classroom behavior, show that you understand the meaning of discipline and are able to conduct classes according to acceptable standards.

Post-Assessment: Same as Pre-Assessment. Also use guide sheet.

RHODE ISLAND COLLEGE

GUIDE SHEET
Classroom Management

Name_____ Date _____

	Satisfactory	Not Satisfactory
1. Did student set tone.	_____	_____
2. Did student insist on standards	_____	_____
3. Was student in room ahead of time.	_____	_____
4. Was student prepared	_____	_____
5. Was student consistent.	_____	_____
6. Were objectives reasonable	_____	_____
7. Were activities reasonable.	_____	_____
8. Was classroom conductive to study.	_____	_____
9. Did student avoid threats.	_____	_____
10. Was teaching style effective.	_____	_____
11. Did student use positive reinforcement	_____	_____
12. Did student know pupils' names.	_____	_____
13. Was routine established.	_____	_____
14. Did student avoid confrontation.	_____	_____
15. Was student tactful.	_____	_____

Comments:

Observer _____ Date _____

MODULE PLANNING - SHORT RANGE (DAILY) - LONG RANGE (UNIT)

Rationale: All lesson plans whether long range or short range involve an interaction of pupils with materials for some purpose followed by some method of measuring the results. Plans answer the following questions:

1. What should the pupils learn?
2. Why should they learn it?
3. How will they learn it?
4. What materials will they use?
5. Did they learn it?

Answers to each of these questions may not guarantee success in teaching but they will cover all the essentials of lesson planning. Forms prescribed by school systems may vary but the essentials are the same.

Objectives:

1. To make the student aware of the importance of planning.
2. To help the student develop skill in writing short range (daily) and long range (unit) plans.
3. To give the student opportunities to use both kinds of plans in the classroom, to evaluate them and make adjustments.

Pre-Assessment:

1. The student will explain orally or in writing the five (5) essential components of any lesson plan. (1, objectives; 2, procedures; 3, materials; 4, activities; and 5, evaluation).
2. The student will develop, write, and teach and evaluate in a classroom situation at least 5 short range lessons and at least 1 long range lesson. Each short range lesson should have a different emphasis.
3. The student will explain orally or in writing why detailed written plans are necessary.

Activities:

A. Read
1. Student Teaching in the Secondary School A Handbook - Rhode Island College Section 4.

2. Helping Students Think and Value - Chapter 8 Jack R. Fraenkel

3. Methods and Materials for Todays High Schools Section II, Bernice J. Samalonis.

B. View - Listen
Vimcet #13 - Teaching Units and Lesson Plans
G.L.C. - Recognizing Attending Behavior
Belmont Film Strip - Planning Unit

C. Discuss
- with cooperating teacher, principal, or supervisor the importance of detailed planning, varied activities, available materials, evaluation, and maturation.

D. Perform
1. Develop and write out, teach, and evaluate five (5) short term lessons. (be sure to cover essential elements)

2. Develop and write out, teach, and evaluate at least one (1) long term lesson. (be sure to cover essential elements)

Post-Assessment: Use guide sheet

RHODE ISLAND COLLEGE
GUIDE SHEET
Planning - Short Range - (Daily)

Name_____ Date _____

	Satisfactory	Not Satisfactory
1. Were objectives clear.	_____	_____
2. Were procedures clear.	_____	_____
3. Were materials available.	_____	_____
4. Were activities varied	_____	_____
5. Were activities suitable.	_____	_____
6. Did lesson build on earlier lesson.	_____	_____
7. Were pupils interested.	_____	_____
8. Was lesson paced.	_____	_____
9. Was lesson successful.	_____	_____

Comments:

Observer _____ Date _____

RHODE ISLAND COLLEGE
GUIDE SHEET
Planning - Long Range - (Unit)

Name _____ Date _____

	Satisfactory	Not Satisfactory
1. Did objectives include:		
knowledge(s)	_____	_____
social studies skills	_____	_____
attitudes	_____	_____
values	_____	_____
2. Did objectives include the three domains:		
cognitive	_____	_____
affective	_____	_____
psychomotor	_____	_____
3. Was content outline complete.	_____	_____
4. Was central theme developed.	_____	_____
5. Were activities varied.	_____	_____
6. Did activities include:		
introductory	_____	_____
developmental or practice	_____	_____
culminiatory	_____	_____
7. Did activities provide for:		
media	_____	_____
ability levels	_____	_____
conceptualizing	_____	_____
8. Did pupils contribute to development of unit.	_____	_____
9. Did unit maintain pupil interest	_____	_____
10. Was evaluation varied.	_____	_____
11. Was evaluation adequate.	_____	_____

Guide Sheet - Planning, Long Range (Unit) page 2 continued

Comments:

Observer _____ Date _____

MODULE INSTRUCTIONAL OBJECTIVES

Rationale: Competent teachers know what they want their pupils to be able to do or how they will act after a period of instruction and practice. Their pupils should also know. However, there is often confusion or misunderstanding and frequently the pupils are not sure what performance is expected of them or what the goals of instruction are. To prevent any confusion the teacher should state the instructional objectives in behavioral terms, define acceptable performance, and state any conditions. These should be written, published, and distributed.

Objectives:

1. To make the student aware of the importance of written instructional objectives.
2. To give the student practice in preparing instructional objectives.
3. To give the student the opportunity to formulate, use, and evaluate in the classroom appropriate instructional objectives in the three (3) domains.

Pre-Assessment:

1. The student will explain, orally or in writing the importance of instructional objectives for teacher and pupil.
2. The student will write appropriate objectives in behavioral terms in each category of the three (3) domains. (cognitative, affective, and psychomotor)
3. The student will use and evaluate in a classroom situation the instructional objectives prepared in item 2.

Activities:

A. Read

1. Preparing Instructional Objectives
   Robert F. Mager
2. Systemative Instruction
   W. James Popham and Eva L. Baker
3. Using Behavioral Objectives in the Classroom
   Daniel Tanner
4. Taxonomy of Educational Objectives
   Handbook I: Cognitive Domain
   Benjamin S. Bloom, ed.
5. Taxonomy of Educational Objectives
   Handbook II: Affective Domain
   Benjamin S. Bloom and Bertram B. Masia
6. Developing Attitude Toward Learning
   Robert F. Mager
7. New Approaches to Behavioral Objectives
   Richard W. Burns

B. View - Listen

Vimcet #3 - Selecting Appropriate Educational Objectives,

Cassette tape -"Behavioral Objectives in Education"
Educational Technology - Audio Tape Series B

C. Discuss

- with cooperating teacher, supervisor, principal the purpose of objectives, kinds of objectives in classroom use with various types of pupils.

D. Perform

Write a series of instructional objectives in behavioral terms using each category of the three domains, (cognitive, affective, psychomotor) use in the classroom and evaluate and revise where necessary.

Post-Assessment: Use guide sheet.

RHODE ISLAND COLLEGE
GUIDE SHEET
Instructional Objectives

Name _____ Date _____

Instructional Objectives:	Satisfactory	Not Satisfactory
1. Were they appropriate.	_____	_____
2. Were they published.	_____	_____
3. Were they written.	_____	_____
4. Were they stated in performance terms.	_____	_____
5. Were they measurable.	_____	_____
6. Were they observable.	_____	_____
7. Were they clear.	_____	_____
8. Were conditions defined.	_____	_____
9. Was acceptable performance defined.	_____	_____
10. Were lower level cognitive objectives included.	_____	_____
11. Were higher level cognitive objectives included.	_____	_____
12. Were lower level affective objectives included.	_____	_____
13. Were higher level affective objectives included.	_____	_____
14. Were psychomotor objectives included.	_____	_____

Comments:

Observer _____ Date _____

MODULE ACTIVITIES

Rationale:

Activities are all of those experiences designed to help the pupil achieve an objective. By completing the activities the pupil will gain an insight, develop a knowledge, master the skill, or understand the process set forth in the instructional or terminal objectives.

In preparing activities the teacher should take into consideration all that psychology has discovered about adolescents, their growth patterns; physical, mental, and emotional; their interests and motivations. Activities should be varied according to learning styles, cultures, media, and the purpose of the objectives. Certain activities are appropriate for introducing a concept and setting a mood, others for development and practice, and others for culmination. The number and variety of activities are limited only by the time available and the creativity of the teacher.

Objectives:

1. To make the student aware of a wide variety of instructional and terminal activities.
2. To give the student an opportunity to develop a wide variety of activities.
3. To permit the student to use these activities in a classroom, to evaluate their effectiveness and to make revisions.

Pre-Assessment:

1. The student will explain orally or in writing an understanding of:
    a. introductory activities.
    b. developmental and practice activities.
    c. culminating activities.
2. The student will write at least twenty (total) activities in the three categories providing for individual, small group, large group, learning styles and media.
3. The student will use the activities in a classroom situation, measure their effectiveness and make revisions where necessary.

Activities:

A. Read
1. Systematic Instruction - chapter 6
W. James Popham and Eva L. Baker

2. Successful Teaching in Secondary Schools
chapter 5, by Sterling G. Callahan

B. View - Listen
Vimcet #5 - Appropriate Practice

Listen to tapes.

C. Discuss
-with cooperating teacher, supervisor, principal, the use of activities appropriate for the class, age level, interest, of the group you are teaching.

D. Perform
1. List three (3) general types of activities.

2. Write at least 20 activities -- making provision for individuals and groups, interests, learning styles, and media.

3 to 5 - introductory
10 to 15 - developmental or practice
4 to 7 - culminating

3. Use these activities in a classroom

4. Evaluate their effectiveness and make revisions where necessary.

Post-Assessment: Use guide sheet.

RHODE ISLAND COLLEGE
GUIDE SHEET
Activities

Name _____ Date _____

	Satisfactory	Not Satisfactory
Introductory		
1. Did activity stimulate interest.	_____	_____
2. Did activity provide for individuals.	_____	_____
3. Was activity appropriate.	_____	_____
4. Was activity reasonable.	_____	_____
5. Was activity consistent with objective.	_____	_____
6. Did activity provide for student input.	_____	_____
Developmental		
7. Did activities provide variety of procedures.	_____	_____
8. Did activities provide variety of media.	_____	_____
9. Did activities provide adequate practice.	_____	_____
10. Did activities build on learned concepts.	_____	_____
11. Did activities provide sufficient detail.	_____	_____
12. Were activities stimulating.	_____	_____
Culminatory		
13. Did activities provide variety.	_____	_____
14. Did activities achieve objectives.	_____	_____
15. Did activities provide for practical application.	_____	_____

Guide Sheet - Activities page 2 (continued)

Comments:

Observer _____ Date _____

MODULE EVALUATION

Rationale: An essential phase of any teaching-learning situation is determining the success of a strategy, a method, a pupil or a teacher, and then acting on the evidence. Evaluation includes a study of all factors bearing on an outcome. The factors are many and varied, they are subjective and objective, they include the philosophy of a community, the standards of a school, the objectives of a program, the capacity of a pupil, and most importantly the ability and personality of a teacher. A pupil may be measured against a national norm, a local norm, or his assumed potential. The instrument may be valid, reliable, and objective. It may be a teacher made test, a check list, an attitude scale, or an interest inventory. It may be a very scientific measure or a biased statement. Having gathered and weighed all of the information, the teacher then makes a subjective, value judgement commonly called evaluation. Carefully and thoughtfully undertaken the evaluation is very useful in:

1. diagnosing pupil difficulties.
2. providing basis for remediation.
3. judging effectiveness of a strategy.
4. judging the effectiveness of a teacher.

Objectives:

1. To make the student aware of the many facets involved in evaluation.
2. To give the student an opportunity to use several evaluative instruments in class.
3. To give the student opportunity to develop evaluative instruments.

Pre-Assessment:

1. The student will explain orally or in writing the following terms:

evaluation	standard
measurement	norm
objective	valid
subjective	reliable

Pre-Assessment: continued

2. The student will use in class and evaluate a commercial achievement test.

3. The student will prepare, use in class, and evaluate the following:

   Objective test (unit): Use at least five types of objective items (use cognitive and affective items).

   Essay test

4. The student will prepare a set of grades for a class.

Activities:

A. Read

1. "Helping Students Think and Value" - chapter 8 Jack R. Fraenkel

2. Evaluation in Social Studies - 35th yearbook - N.C.S.S., Harry D. Berg, ed.

B. View - Listen

Vimcet #7 Evaluation
Vimcet #16 Modern Measurement Methods
Vimcet #26 Alternate Measurement tactics for Ed. Evaluation
Vimcet #29 Writing Test Which Measure Objectives

Belmont Films - Measurement of Learning #1,#2,#3.

Ed. Filmstrips -- Huntsville "Grading Student Achievement.
Amidon ASCO (Set)

C. Discuss

-with cooperating teacher, principal, supervisor the following:

Types of commercial tests and uses.
Types of teacher made tests and uses.
Objective measures of pupils and materials.
Subjective measures of pupils and materials.

Activities: continued

D. Perform

1. The student will use and evaluate a standardized commercial achievement test.

2. The student will develop, administer, and evaluate an objective (unit test) using at least (5) five types of objective items.

3. The student will develop, administer, and evaluate an essay test.

Post-Assessment: Use guide sheet.

RHODE ISLAND COLLEGE
GUIDE SHEET
Evaluation

Name_____ Date _____

	Satisfactory	Not Satisfactory
Reference Essay Test		
1. Was test valid.	_____	_____
2. Was test reliable.	_____	_____
3. Was test consistent.	_____	_____
4. Was test clear.	_____	_____
5. Was test appropriate.	_____	_____
Reference Objective Test		
1. Was test valid.	_____	_____
2. Was test reliable.	_____	_____
3. Was test objective.	_____	_____
4. Was test consistent.	_____	_____
5. Was test clear.	_____	_____
6. Was test appropriate.	_____	_____
7. Did it include 5 types of Obj. items.	_____	_____

Comments:

Observer_____ Date _____

MODULE QUESTIONING

Rationale: Questioning is a basic teaching skill used at all levels of teaching. In some systems it is the primary method of the teaching-learning act. While questioning is a skill and a science it becomes an art when used by a capable teacher.

Objectives:

1. To make the student aware of the variety of techniques and purposes of questioning.
2. To give the student practice in formulating, lower order questions, higher order questions, divergent questions, journalistic questions.
3. To give the student an opportunity to use the skill of questioning in classroom situations.

Pre-Assessment:

1. The student will explain orally or in writing five (5) purposes of questioning.
2. The student will explain orally or in writing five (5) techniques of questioning.
3. The student will prepare, use in the classroom, and evaluate a series of questions using the seven (7) thinking levels as described by Bloom.
4. The student will use the "journalistic question" technique in the classroom, using three (3) different topics, and evaluate.

Activities:

A. Read
   1. "Classroom Questions, What Kinds" - Norris M. Sanders.
   2. "Questioning Strategies and Techniques" - Francis P. Hunkins
   3. Questioning Skills (orange book) - G.L.C.
   4. Student Teaching in Secondary Schools, 4th ed., pp. 173 - 175. Batchelder, McGlasson, Shorling
   5. Taxonomy of Educational Objectives - Handbook I - Cognitive Domain Benjamin S. Bloom, ed.

B. View - Listen (4)
   1. Film - G.L.C.
      1. Fluency in Asking Questions
      2. Probing Questions
      3. Higher Order Questions
      4. Divergent Questions

   Film Strip - Belmort Films - Asking Questions

C. Discuss
   -with cooperating teacher, principal, or supervisor the purposes of questioning, types of questions, techniques involved and the role of questioning.

D. Perform
   1. Write a series of questions for each category of Bloom's seven forms of thinking, use the questions in a classroom situation, evaluate the results and revise where necessary.

   2. Use the "Journalistic Question" in a classroom situation on three different occasions with three different topics.

Post-Assessment: Use guide sheet.

RHODE ISLAND COLLEGE
GUIDE SHEET
QUESTIONING

Name_____ Date_____

	Satisfactory	Not Satisfactory
General Application		
1. Were the questions clear.	_____	_____
2. Were the questions succinct.	_____	_____
3. Were the questions natural.	_____	_____
4. Were the questions objective.	_____	_____
5. Were the questions challenging.	_____	_____
6. Were the questions group oriented.	_____	_____
7. Were the questions appropriate for the group.	_____	_____
reference: Bloom's Taxonomy of Thinking did at least one question emphasize:		
8. Memory.	_____	_____
9. Translation.	_____	_____
10. Interpretation.	_____	_____
11. Application.	_____	_____
12. Analysis.	_____	_____
13. Synthesis.	_____	_____

Guide Sheet - Questioning - page 2 continued

14. Evaluation. _____ _____

15. Did "Journalistic Question" technique use the seven standard questions. _____ _____

Comments:

Observer _____ Date _____

MODULE CONCEPT DEVELOPMENT

Rationale:

One of the basic aims of education is to teach the pupils to think. This in itself is a simple, direct and worthy goal. However, to achieve this end it is helpful for the teacher to understand the basic components of thinking such as:

1. elements of thinking
2. stratagies of thought
3. styles of thinking
4. fundamental processes

One of the fundamental processes is concept development or formation. Educators are generally agreed that concept development or conceptualization is the basic form of cognition on which all cognitive processes depend.

Conceptualizing in turn involves:

1. differentiating specific aspects of information.
2. grouping items with common properties.
3. labeling or categorizing and setting up a hierachical order.

To help pupils in this process the teacher may pose questions such as:

1. What do you see, hear, note?
2. What belongs together, on what basis?
3. How do you name these groups? What belongs under what?

The teacher must realize that concept development is not a one course, one year project but that it starts at the lowest level and continues to develop through all courses and all programs.

Objectives:

1. To make the student aware of the steps involved in concept development.

2. To help the student develop a systematic approach to concept development.

Objectives: (continued)

3. To permit the student to practice concept development in the classroom.

Pre-Assessment:

1. The student will explain orally or in writing an understanding of, the importance of, the steps involved, and types of questions used in each stage of concept development.

2. Using three different desired concepts the student will prepare the following:

   1. a list of materials (sources) needed. (at least 10)

   2. a list of facts noted. (at least 50)

   3. a list of groupings. (at least 5)

   4. a list of categories. (at least 5)

3. The student will demonstrate successfully in a classroom situation the pupil development of concepts, using as a guide the items noted in #2 above.

Activities:

A. Read

1. J. P. Guilford, "The Structure of the Intellect", Psychologicial Bulletin. 53: 267-93: July, 1956.

2. Piaget

3. Jack R. Frankel, "Helping Students Think and Value," pp. 92 to 138 and pp. 190 to 224.

B. View - Listen

Vimcet #11 - Analyzing Learning Outcomes

C. Discuss

1. With your cooperating teacher, principal, or supervisor the process of concept development.

2. Using a single concept trace its development in the social studies courses in your school.

D. Perform

1. Develop a concept in the classroom with a group of pupils using the following guidelines:

   1. List materials needed-(at least 10)
   2. List facts noted-(at least 50)
   3. List groupings-(at least 5)
   4. List categories-(at least 5)

2. Repeat step #1 with two other groups making adjustments after each teaching situation to be incorporated into the next.

Post-Assessment: Use guide sheet.

RHODE ISLAND COLLEGE
GUIDE SHEET
CONCEPT DEVELOPMENT

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Was teacher's aim clear.	_____	_____
2. Were procedures clear.	_____	_____
3. Did pupils gather facts.	_____	_____
4. Did pupils use many sources.	_____	_____
5. Did pupils differentiate specific aspects of information.	_____	_____
6. Did pupils group objects according to common properties.	_____	_____
7. Did pupils categorize.	_____	_____
8. Did pupils set up hierachery.	_____	_____
9. Did concepts develop from day to day.	_____	_____
10. Were pupils given an opportunity to use concepts.	_____	_____
11. Did pupils arrive at generalizations.	_____	_____

Comments:

Observer_____ Date_____

MODULE DEVELOPING VALUES

Rationale: Social studies have always stressed the importance of helping students develop and maintain values. Frequently neither teacher nor pupil were clear about the process of developing values. They knew that values referred to a standard of worth. In the marketplace with a real object the standard is the price that buyer and seller agree upon. When dealing with concepts, such as the good, the beautiful, the value is measured by whether or not or to what degree a person is willing to publicly act upon his standard.

Objective:

1. To make the student aware of value developing procedures.
2. To help the student develop a repertoire of value developing procedures.
3. To permit the student to become proficient in the use of value developing procedures in the classroom.

Pre-Assessment:

1. The student will orally or in writing explain the meaning of value formation.
2. The student will describe the steps suggested for helping people develop values.
3. The student will demonstrate in the classroom with three (3) different groups value clarifying procedures.

Activities:

A. Read
   1. "Value Education", N.C.S.S. Yearbook 1971, Lawrence E. Metcalf, ed.
   2. "Values and Teaching", Roths, Harmin, Simon.
   3. Teaching Public Issues in High School (Series) Donald Oliver and James Shawer

4. Helping Students Think and Value -- Chapter 6 - Jack R. Frankel

B. Discuss
- with cooperating teacher, principal, supervisor, the meaning of value for people, and procedures for developing value clarification with pupils.

C. Perform
1. List the steps taken in the development of a value clarification process.

2. Demonstrate in the classroom with three (3) different groups a value clarification procedure.

Post-Assessment- Use guide sheet

RHODE ISLAND COLLEGE
GUIDE SHEET
DEVELOPING VALUES

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Were the objectives clear.	_____	_____
2. Were activities adequate.	_____	_____
3. Were facilities adequate.	_____	_____
4. Were pupils able to identify value questions.	_____	_____
5. Were pupils able to gather purported facts.	_____	_____
6. Were pupils able to ascertain truth of purported facts.	_____	_____
7. Were pupils able to order facts.	_____	_____
8. Were pupils able to make value decisions.	_____	_____
9. Were pupils able to effectively test value principles.	_____	_____
10. Were pupils stimulated.	_____	_____
11. Were pupils free from teacher's value(s).	_____	_____
12. Did pupils act in accordance with their stated values.	_____	_____

Comments:

Observer_____ _____ Date_____

MODULE NON VERBAL COMMUNICATION

Rationale:

A common failing of many teachers is that of talking too much. Excessive demonstrations of mental dexterity and verbal fluency while satisfying to the teacher may become an annoying distraction for the pupil and result in counter productivity. It may also violate the very method of the teacher.

A look, a gesture, a shrug, a smile, a nod, a movement may convey the message far more appropriately and with just the right nuance while preserving the mood of the class and the mode of the teacher. As McLuhan said, "The medium is the message."

Silence or a pause in word flow may allow the pupil to ponder a statement, develop an answer, or prepare a question free from unnecessary verbal stimuli.

Objectives:

1. To make the student aware of non-verbal signals.
2. To help the student develop a repertoire of non-verbal skills.
3. To permit the student to become proficient in the use of non-verbal signals in the classroom.

Pre-Assessment:

1. The student will explain orally or in writing an understanding of non-verbal signals.
2. The student will list ten (10) non-verbal signals and explain the meaning of each.
3. The student will demonstrate the effective use of non-verbal signals in a classroom situation.

Activities:

A. Read
   1. Non-Verbal Responses - Response Repertoire - Teaching Skills G.L.C. (green book)

B. View - Listen

1. Film - Non-Verbal Response - G.L.C.

2. Ads on T.V. using non-verbal signals example: (alka Seltzer Ads)

3. G.L.C. - Silence and Non-Verbal cues

C. Discuss

- with cooperating teacher - supervisor - principal, the several types of non-verbal signals, their meaning, the kinds of classes and pupils, and times of their effective use.

D. Perform

1. List 10 non-verbal signals and explain the meaning of each.

2. Develop a repertoire of non-verbal signals.

3. Demonstrate in the classroom the effective use of non-verbal signals.

Post-Assessment: Use guide sheet

RHODE ISLAND COLLEGE
GUIDE SHEET
NON-VERBAL COMMUNICATION

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. The teacher's use of hand gestures.	_____	_____
2. The teacher's use of head movement.	_____	_____
3. The teacher's use of eye movement.	_____	_____
4. The teacher's total body movement.	_____	_____
5. The teacher's use of facial expressions.	_____	_____
6. Movement about the room.	_____	_____

Comments:

Observer_____ Date_____

MODULE SET -- CLOSURE

Rationale: Set and Closure essentially means making a good start followed by a good ending. When set is established the pupil is psychologically ready for the learning experience to follow. When closure is achieved the pupil has completed or satisfactorily performed the requirements of the objective. If a sequence is involved, closure may provide set for the next step.

Objectives:

1. To make the student aware of the essential elements of set and closure.
2. To emphasize the importance of readiness and summation.
3. To give the student opportunity to develop introductory and culminatory activities.
4. To give the student opportunity to use introductory and culminatory activities in a classroom situation.

Pre-Assessment:

1. The student will orally or in writing explain the terms "set" -- "closure" and describe the steps in efficient execution.
2. The student will prepare three activities designed to facilitate set induction.
3. The student will design three culminating activities.
4. The student will use the activities in 2 and 3 (above) in a classroom, and will evaluate their effectiveness.

Activities:

A. Read
   1. G.L.C. (blue book) - Creating Student Involvement.
   2. Piaget.

B. View - Listen
1. G.L.C. films:

"Set Induction"
"Closure"

2. Listen to tapes

C. Discuss
-with cooperating teacher, principal, supervisor -- the concepts of "Readiness" - "Summation" - "Success" - and the steps required in establishing set and achieving closure.

D. Perform
1. Write three (3) introductory activities (set).

2. Write three (3) culminating activities (closure).

3. Use each activity with a different class or group.

4. Evaluate your success and make revisions.

Post-Assessment: Use guide sheet.

RHODE ISLAND COLLEGE
GUIDE SHEET
SET -- CLOSURE

Name_____ Date_____

	Satisfactory	Not Satisfactory
Set		
1. Did activity create a desire to continue.	_____	_____
2. Did pupils understand objective.	_____	_____
3. Was activity appropriate.	_____	_____
4. Did activity relate to previous work.	_____	_____
Closure		
5. Did activity cover chief point(s).	_____	_____
6. Did activity provide for practice.	_____	_____
7. Did activity provide variety.	_____	_____
8. Did activity lead to next step.	_____	_____

Comments:

Observer_____ Date_____

MODULE STRATEGIES

Rationale: A strategy is an organized procedure designed to implement cognitive, effective and psychomotor objectives. It is teacher designed, and is based upon a knowledge of psychology, learning theory, and the local situation. Strategies appropriate for large groups may be ineffective for small groups or independent study. Adaptations of strategies are as varied as teacher ingenuity. This section considers only a few procedures.

Inquiry and Discovery

Jerome Bruner and Sputnik probably have been the two most influential factors in popularizing this process. As a result of these two forces, a multitude of materials have become available to the schools which permit the pupil to inquire into many sources, develop and discover certain concepts and postulate generalizations. Prerequisites to this procedure are, having available vast and varied sources, and motivated pupils possessing basic social studies skills.

Team Teaching

Team teaching means different things to different teams. It may involve two or more teachers, classes, subjects, or periods. It may be loosely structured or very complex. The chief purpose of the strategy is to use more efficiently the talents of the teacher for the benefit of the learners.

Programed Instruction

One method of promoting learning is by using a machine or text, designed to break down the achievement of an objective into many small, sequential, logical tasks (frames), to which the pupil must respond correctly before moving on to the next step. Failure to make the correct response means that the pupil must repeat the step and sometimes

additional remedial steps. Making the correct response is its own reward and stimulates the pupil to move forward in the program. Several variations are available commercially. One well known program is English 2600, a grammar text with 2600 frames.

Lecture

For at least a generation or two the use of the lecture in the secondary school has fallen into low regard. The formal full period lecture has disappeared except in certain phases of large group instruction. Never-the-less informal lectures of five minutes or less although not so designated are still a basic ingredient of many classroom situations. The lecture, "per se," disappeared because few teachers were capable of developing and presenting an acceptable lecture, and because most pupils were passive, bored recipients and the learning increments were nil.

Games - Simulation

Games and simulation became popular in education after World War II. At that time the country needed to train large numbers of men in a very short time. Wisely the government turned to educational theorists and psychologists, explained the needs and provided the funds. The result was the development and implementation of many known strategies of teaching and learning. One of these; simulation, approximates reality, postulates rules, provides certain information and then presents problems for the players. Games are prepared for all levels and may take from a period to two weeks to complete. The pupils usually find them very stimulating.

Large Group Instruction - Small Group Instruction - Independent Study

Man is a social being. His mental activity is stimulated by contacts with other human beings. However, his actual learning process is individual.

Thus group and individual processes are vital. It is one task of the teacher, after serious study, to determine a favorable balance between group and individual strategies for particular individuals in a class.

Objectives:

1. To acquaint the student with several strategies.
2. To help the student develop facility in preparing, using, and evaluating the several strategies.
3. To give the student an opportunity to coordinate his experiences with the cooperating teacher.

Pre-Assessment:

1. The student will explain orally or in writing the advantage and disadvantage of the following strategies:

   1. Inquiry - Discovery
   2. Team Teaching
   3. Programed Instruction
   4. Lecture
   5. Games - Simulation
   6. Large Group Instruction
      Small Group Instruction
      Independent Study

2. The student will gather material, introduce the topic and guide the pupils in each of the procedures listed in #1 (above) in a classroom situation.
3. The student will evaluate each of the processes.

Activities:

A. Read
   1. Jerome Brunner, "Man a Course of Study", Educational Services Incorporated, Quarterly Report, (Summer - Fall, 1965).
   2. Jerome S. Brunner - The Process of Education.

3. Social Education, "Revising the Social Studies: An Inquiry - Centered Approach", (April, 1963).

4. Successful Teaching in Secondary Schools - Parts III and V - Sterling G. Callahan

5. Images of the Future: A New Approach to the Secondary School, J. Lloyd Trump

6. Technology of Teaching - B. F. Skinner

7. "Simulation Games for Social Studies Classroom" - William A. Nesbitt.

B. View - Listen

G.L.C. Completeness of Communication
G.L.C. Lecturing
G.L.C. Use of Examples
G.L.C. Planned Repertoire

Belmort Film Strip - Method of Teaching #1 - 2

McGraw Hill Tape - Facilitating Inquiry in the Classroom

NEA - Individualized Instruction (set)

IDI - Set - Non Graded View

Wollensak - Set - "Social Studies"

Educational Technology - Set - Robert Gagne (Technology)

Educational Research (350) Multi Media

C. Discuss

-with your cooperating teacher, principal, or supervisor each of the strategies; considering the advantages, and disadvantages of each.

D. Perform

1. The student will develop a theme, secure material, and demonstrate in the classroom an Inquiry - Discovery process.

2. The student will plan and execute a team teaching program in consultation with the cooperating teacher.

3. The student will select or prepare an appropriate programed instructional sequence use in the classroom, and evaluate.

4. The student will prepare, deliver in the classroom, and evaluate a brief informal lecture.

5. The student will select or develop a simulation game, use it in the classroom and evaluate.

6. The student will prepare objectives and activities for large group, small group, and individuals. The student will plan, arrange and teach, and evaluate these three processes.

Post-Assessment: Use guide sheet.

RHODE ISLAND COLLEGE
GUIDE SHEET
STRATEGIES -- INQUIRY-DISCOVERY

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Were many sources available.	_____	_____
2. Did pupils possess basic skills.	_____	_____
3. Were pupils motivated.	_____	_____
4. Did pupils draw correct inferences.	_____	_____
5. Were discoveries sequential.	_____	_____
6. Were discoveries cumulative.	_____	_____
7. Did pupils become more independent.	_____	_____

Comments:

Observer_____ Date_____

RHODE ISLAND COLLEGE
GUIDE SHEET
STRATEGIES -- TEAM TEACHING

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Were periods changed.	_____	_____
2. Were more pupils involved.	_____	_____
3. Was team cooperative.	_____	_____
4. Was quality of instruction improved.	_____	_____
5. Were provisions made for levels of instruction.	_____	_____
6. Was planning time adequate.	_____	_____
7. Was media used.	_____	_____

Comments:

Observer_____ Date_____

RHODE ISLAND COLLEGE
GUIDE SHEET
STRATEGIES -- PROGRAMED INSTRUCTION

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Was program appropriate.	_____	_____
2. Was sequence logical.	_____	_____
3. Did each frame cover only one step.	_____	_____
4. Did pupil make active response to each frame.	_____	_____
5. Did each frame provide an immediate correct answer.	_____	_____
6. Were pupils motivated.	_____	_____

Comments:

Observer_____ Date_____

RHODE ISLAND COLLEGE
GUIDE SHEET
STRATEGIES-LECTURE

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Were teacher fully prepared.	_____	_____
2. Were points clear.	_____	_____
3. Were comments pertenent.	_____	_____
4. Were aids used.	_____	_____
5. Was outline organized.	_____	_____
6. Was delivery effective	_____	_____
7. Was voice modulated.	_____	_____
8. Were gestures appropriate.	_____	_____
9. Were pupils stimulated.	_____	_____

Comments:

Observer_____ Date_____

RHODE ISLAND COLLEGE
GUIDE SHEET
STRATEGIES -- SIMULATION - GAMES

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Were directions clear.	_____	_____
2. Were objectives clear.	_____	_____
3. Were objectives achieved.	_____	_____
4. Were materials available.	_____	_____
5. Was skill an important factor.	_____	_____
6. Was time adequate.	_____	_____
7. Were pupils vitally interested.	_____	_____

Comments:

Observer_____ Date_____

RHODE ISLAND COLLEGE
GUIDE SHEET
LARGE GROUP
STRATEGIES -- SMALL GROUP -- INSTRUCTION
INDIVIDUAL

Name_____ Date_____

	Satisfactory	Not Satisfactory
Large Group		
1. Was more than one class involved.	_____	_____
2. Were facilities adequate.	_____	_____
3. Were pupils responsive.	_____	_____
4. Was plan adequate.	_____	_____
5. Was teacher organized.	_____	_____
6. Was media used.	_____	_____
7. Was presentation stimulating.	_____	_____
8. Were objectives obtained.	_____	_____
Small Group		
1. Did group contain fewer than 8 pupils.	_____	_____
2. Were objectives clear.	_____	_____
3. Were pupils responsible.	_____	_____
4. Did group accomplish objectives.	_____	_____
5. Did pupils get along.	_____	_____
6. Were activities adequate.	_____	_____

	Satisfactory	Not Satisfactory
Independent Study		
1. Were pupils self directed.	_____	_____
2. Were materials available.	_____	_____
3. Were pupils motivated.	_____	_____
4. Did pupils have sufficient skills.	_____	_____
5. Were pupils successful.	_____	_____
6. Were several techniques used.	_____	_____

Comments:

Observer _____ Date _____

Appendix C

MODULE GUIDANCE - COUNSELING

Rationale: Few classroom teachers are qualified to answer all the questions that arise in the classroom setting. However, assistance is available from the several support segments in the school. A very important segment is the guidance and counseling department which has an accumulation of records on each pupil starting with the pupil's entry into school. Here, are records of grades or marks, achievement tests, psychological tests, attitude and interest inventories, personality scales, teacher evaluation, anecdotal reports, records of parent conferences and many other pieces of information that may be useful to the teacher in dealing with pupils or classes.

Objectives:

1. To make the student aware of the several kinds of information available in the guidance and counseling office.
2. To give the student an opportunity to examine pupil records.
3. To make the student aware of the meaning of "confidentiality."
4. To give the student an opportunity to adjust his objectives, activities, and attitudes in light of this information.

Pre-Assessment:

1. The student will explain orally or in writing the purpose and use of the following.

IQ tests	Personality scale
Achievement tests	Anecdotal record
Attitude scale	Health record
Interest inventory	Confidentiality

2. The student will prepare a study of three (3) pupils (Higher, Average, Lower) using the records from the guidance and counseling office and an interview with the counselor.

3. The student will list procedures for adjusting the activities in the classroom to be of greater help for each of the three (3) pupils.

Activities:

A. Read
McGraw Hill "Know Yourself"
Ruth Strang "Guided Study and Homework"

B. View-Listen
McGraw Hill - Counseling Demonstration with Pre-Adolescent

McGraw Hill - The Underachiever

Sony (Set) 3 cassette - Counseling the Adolescent

C. Discuss
- with cooperating teacher, principal, counselor, or supervisor the ways of using material from the guidance files to develop more effective learning activities for an individual pupil.

D. Perform
1. Prepare a study of three (3) pupils (high-average - low) based upon the guidance records.

2. Develop and present a set of objectives and activities designed especially for the three (3) pupils.

3. Evaluate the success of the activities and the pupils.

Post-Assessment: Use Guide Sheet

RHODE ISLAND COLLEGE
GUIDE SHEET
GUIDANCE - COUNSELING

Name_____ Date_____

	Satisfactory	Not Satisfactory
1. Was student report adequate. (3 pupils)	_____	_____
2. Did report include:		
IQ tests	_____	_____
Achievement tests	_____	_____
Interest inventories	_____	_____
Attitude scales	_____	_____
Personality scales	_____	_____
Anecdotal reports	_____	_____
Health record	_____	_____
Past grades or marks	_____	_____
3. Did objectives and activities vary according to the level of the pupil:		
High	_____	_____
Average	_____	_____
Low	_____	_____

Comments:

Observer_____ Date_____

MODULE CENTRAL OFFICE

Rationale: James B. Conant has stated that the best way to insure the excellence of a school is to hire a first class principal. No doubt Dr. Conant knew what he was talking about. The principal is the key person. He sets the tone of the building, supervises the curriculum, often hires the teachers, suspends the pupils, reports to the community, and is held responsible for the total operation. He does have a strong influence over all of the activities connected with the school. The support of the central office does influence the success of a teacher in the classroom.

Objectives:

1. To make the student aware of the functions of the central office.
2. To make the student aware of the role of the central office in the following:
   1. curriculum
   2. supervision
   3. scheduling
   4. record keeping
   5. pupil control
   6. public relations
3. To help the student utilize fully the support of the central office in his classroom operation.

Pre-Assessment:

1. The student will explain orally or in writing the role and function of the central office.
2. The student will explain orally or in writing how each of the following functions has a bearing on the operation of his classroom.
   1. curriculum
   2. supervision
   3. scheduling
   4. record keeping
   5. pupil control
   6. public relations

Activities:

A. View-Listen
   A.S.C.O. - Balance in the curriculum
   A.S.C.O. - Supervisors in Action
   A.S.C.O. - Supervision - Perspectives & Propositions
   A.S.C.O. - New Demands - New Dimensions

B. Discuss
- with cooperating teacher, principal, supervisor the operation of the central office in your school.

C. Perform
1. Visit the central office and talk with the principal about his role in the operation of the school.

2. Make a list of things the principal does in a typical week.

3. Prepare a diagram showing the table of organization for the school.

4. Explain how the decisions of the central office effect your classroom operation.

Post-Assessment: Use guide sheet

RHODE ISLAND COLLEGE
GUIDE SHEET
CENTRAL OFFICE

Name_____ Date_____

List in order and explain the ten most important functions of the central office.

Function	Importance -- Why?
1.	1.
2.	2.
3.	3.
4,	4.
5,	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

List five functions of the central office that have influenced your classroom organization.

Function	Influence
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Guide Sheet - Central Office (continued)

Comments:

Observer_____ date_____

MODULE MEDIA

Rationale: Change is a constant of life. School is an essential part of life. One of the great changes in life in the last generation has been the tremendous growth in the use of media both in and out of school. Many schools are now equiped for computor assisted instruction and some are now into cybernetics. These developments have great significance for both teacher and learner, as do the lesser media. It is interesting to note that the average child now entering the first grade has logged about 4,000 hours before the "tube". As such they are more media oriented than the teacher.

Objectives:

1. To make the student aware of the many aids available and their uses.
2. To help the student develop procedures for incorporating the several media in his planning.
3. To help the student learn how to improve his teaching efficiency through the use of appropriate aids.

Pre-Assessment:

1. The student will explain orally or in writing an understanding of the uses, advantages, and disadvantages of each of the media listed.
2. The student will explain orally or in writing the pupil skills required for efficient utilization of the media.
3. The student will demonstrate the effective use of each of the media in a classroom situation.
4. The student will evaluate the success of each of the media following its use in a classroom situation.
5. Media: 16 mm sound motion picture
   35 mm filmstrip
   cassette tape
   filmstrip with sound - Television
   Record (or tape) - Duplicator
   Video Tape recorder (optional)

Activities:

A. Read
1. Charles E. Silberman "Crisis in the Classroom"

2. John J Burns. "Our Era of Opportunity, in Instructional Technology"

3. Edgar Dale, "Audio Visual Methods in Teaching"

4. Marshall McLuhan, "Understanding Media: The Extension of Man"

B. View - Listen

See Media Center (Henry Barnard School Rm 205)

C. Discuss
-with your cooperating teacher, principal, or supervisor each of the media listed, the uses, advantages, and disadvantages of each.

D. Perform
1. Prepare objectives and activities that can use the advantages of each of the media listed.

2. Demonstrate your ability to effectively use each of the media to assist the class or pupil to more efficiently achieve an objective.

3. Evaluate your success with each media.

Post-Assessment: Use guide sheets.

RHODE ISLAND COLLEGE
GUIDE SHEET
MEDIA (Use the same form for each media)

Name _____ Date _____

	Satisfactory	Not Satisfactory
Name of Media _____		
1. Did media fit instructional objective.	_____	_____
2. Was student fully prepared.	_____	_____
3. Was student fully trained (mechanically and electrically) to operate equipment.	_____	_____
4. Was class prepared. (readiness)	_____	_____
5. Was physical facility prepared.	_____	_____
6. Did pupils actively participate.	_____	_____
7. Was follow up consistent with media and lesson objective.	_____	_____
8. Were pupils stimulated.	_____	_____
9. Was it worth the effort.	_____	_____
10. Was audio clear. (if applicable)	_____	_____
11. Was video clear. (if applicable)	_____	_____
12. Was equipment operable.	_____	_____
13. Was room adequate.	_____	_____

Comments:

Observer _____ Date _____

Appendix D

BEHAVIOR GUIDES

INDIVIDUAL PROFESSIONAL BEHAVIOR

This is behavior that is directed towards the improvement of the self as a professional person. It is concerned with knowledge of the role of a teacher and teaching as a profession. This behavior involves the more general aspects of the teaching role and the teaching profession.

Record observations of teaching behavior through use of observation schedule (Flanders) (Crocker) (Hasenfus) (Other).

____ Recognize self-impatience with pupils.

____ Recognize self attitudes toward pupils.

____ Demonstrate enthusiasm about instructional activities.

____ Compare self teaching behavior with other teachers.

____ Recognize teaching behavior of self.

____ Demonstrate knowledge of the purposes of several professional organizations.

____ Read current professional journals.

____ Analyze criticism from others and relate to teaching behavior.

____ Demonstrate courtesy, tactfulness, and promptness about school affairs.

____ Recognize the importance for keeping confidential information confidential.

____ Demonstrate knowledge of the legal aspects of teaching.

____ Recognize the characteristics of the phonics program.

____ Demonstrate knowledge of the phonics information in basal texts.

____ Identify school testing programs.

____ Recognize factors that influence the instructional performance and professionalism of the teacher.

____ Recognize factors that influence the non-instructional behavior of the teacher.

____ Find and use resources, persons, and materials in instructional improvement and professional development.

____ Develop education as a profession extending outside the classroom.

____ Analyze suggested alternative instruction behaviors from others.

____ Demonstrate a positive attitude toward new instructional methods and materials.

____ Identify social and philosophical factors as they influence educational programs.

____ Demonstrate knowledge of research findings which may bear on local school problems.

____ Demonstrate knowledge of local school philosophy, goals, and objectives.

____ Recognize the relationship between maturation and growth.

____ Recognize the relation between maturation and experience.

____ Demonstrate knowledge of characteristics of psychomotor development.

____ Recognize characteristics of cognitive development.

____ Describe the role of a teacher.

____ Demonstrate knowledge of the relationship of social change and school progress.

____ Demonstrate knowledge of teacher organizations.

____ Demonstrate knowledge of teacher rights and legal status.

____ Demonstrate knowledge of teacher contracts, benefits, and tenure.

____ Demonstrate characteristics of openness and receptiveness to new ideas.

____ Demonstrate sensitivity to speech backgrounds of children.

____ Research reading habits and tastes of children.

____ Recognize the relationship between learning and culture.

____ Demonstrate knowledge of the historical background of reading instruction.

____ Recognize relationship between teacher behavior and pupil behavior.

____ Recognize relationship between teacher evaluation behavior and teacher guidance and counseling behavior.

GUIDANCE AND COUNSELING BEHAVIOR

This is behavior that is directed toward individual pupils. It is designed to facilitate the healthy psychological growth of the pupil.

____ Make positive comments about pupil performance.

____ Ask pupils to share answers with "us" instead of "me."

____ Praise good behavior.

____ Recognize individual behavior problems before acting to solve them.

____ Designate group chairmen to summarize at the closing of group work.

____ Speak positively to a pupil.

____ Demonstrate ability to develop pupil skills for independent study.

____ Recognize differences between teacher values and pupil values.

____ Guide pupils to sources of reference materials.

____ Recognize the need for teacher-pupil communication.

____ Prepare opportunities for pupils to share experiences.

____ Recognize pupils who suffer from deficiences caused by "out of school" factors.

____ Recognize characteristics of failure.

____ Recognize the need for teacher involvement in classroom activities.

____ Establish rapport with pupils.

____ Help pupils develop individual learning methods.

____ Write a record of noteworthy classroom incidents.

____ Encourage pupils who show signs of creativity.

____ Demonstrate concern for pupils.

____ Encourage pupils to assume self-responsibility

____ Relate to gifted pupils.

____ Smile and speak to individuals by name.

____ Express pleasure at receiving pupil praise.

____ Accept each pupil as an individual.

____ Help pupils maintain a realistic self evaluation of strengths and limitations.

____ Recognize characteristics of pupil learning behavior.

____ Observe pupil information gathering and processing.

____ Demonstrate ability to use skills in meeting the need of both slow and rapid learner.

____ Demonstrate ability to help pupils develop and accept an accurate perception of self, in order to achieve personality.

____ Demonstrate ability to help pupils understand and accept their social, psychological and physical needs

____ Demonstrate ability to help pupils understand, accept, and deal with their emotions, feelings and intuitions.

____ Demonstrate acceptance of basic types of personality.

____ Develop interpersonal communications.

____ Demonstrate techniques for acceptable pupil self expression.

____ Identify the individual problems of pupils and the multiple problems of the classroom and instructional setting.

____ Recognize the relationship between socio-economic influence and behavior.

____ Demonstrate knowledge of family influence on pupil behavior.

____ Recognize needs, motivation, motives, experiences and self concept as determinants of behavior.

____ Recognize reward, punishment, success, failure, praise, reproof, competition, cooperation, and individual goals as factors influencing pupil behavior.

____ Research pupil interest.

____ Use sociometric techniques in guidance and counseling.

____ Demonstrate respect of individual uniqueness.

____ Recognize the need for groups to self select methods and determine pace for problem solving.

____ Guide pupils in presenting findings of self inquiry.

____ Demonstrate ability to help pupils become responsive to others.

CLASSROOM MANAGEMENT BEHAVIOR

This is behavior that is designed to establish orderly procedures for school and classroom interaction. It is exhibited in order to help pupils cope with others in school environment.

____ Identify, select, and use classroom management techniques appropriate for pupils at different stages of development.

____ Prepare a supply area for use on group projects.

____ Develop an absent folder for paper to be given to absentees.

____ Develop pupil committees for weekly tasks.

____ Establish classroom rules.

____ Staple loose assignment papers together

____ Provide adequate physical conditions in the classroom.

____ Plan activities for students who finish work.

____ Demonstrate ability to handle behavior problems.

____ Tell students of the need for group cooperation.

____ Make clear what is expected of the students in the classroom.

____ Help develop democratic procedures for behavior in the classroom.

____ Describe techniques in attendance record keeping, and inventories.

____ Demonstrate knowledge of pupil information forms.

____ Practice democratic principles in classroom behavior.

____ Demonstrate knowledge of techniques to differentiate between leader-member roles in learning activities.

____ Create classroom climate free from pressure, inhibition, and fear.

____ Demonstrate ability to select teaching media.

____ Make a file for make-up tests that bear absentees' names.

PLANNING AND ORGANIZING BEHAVIOR

This is behavior that is directed toward identification and selection of learning activities appropriate for specific pupil needs.

____ Identify, select and use teaching methods appropriate for pupils at different developmental stages.

____ Demonstrate knowledge of the physical, social, and mental levels of the pupils dealt with at different developmental stages.

____ Write educational objectives in terms of student behavior.

____ Differentiate between educational objectives stated in student behavioral terms and objectives not stated in such terms.

____ Recognize the role of educational objectives in the construction of achievement tests.

____ Select test items calling for behavior outlined in specific objectives.

____ Write clear and concise test directions.

____ Prepare records of appropriate films and filmstrips for use in instruction.

____ Make a weekly file for worksheets at the beginning of the week.

____ Use pupil feedback for instructional planning

____ Individualize instruction for difficult learning activities.

____ Select a variety of classroom materials.

____ Recognize the need for flexible planning.

____ Plan a series of activities for different pupils and situations.

____ Plan lessons according to duration of attention span.

____ Identify what behavior is expected of the pupils in the class.

____ Prepare lesson plans that will help pupil practice skills.

____ Organize problem situations to be used as learning activities.

____ Provide developmental programs where pupils can continually advance in learning.

____ Use results of achievement batteries in planning.

____ Use results of self-appraisal techniques in planning.

____ Recognize relationships between teacher behavior, pupil behavior, and learning.

____ Select appropriate evaluative techniques and instruments.

____ Identify ways in which other teachers have analyzed and solved educational problems related to local conditions.

____ Make alternative solutions to problems arising from local conditions.

____ Use local curriculum guides and materials.

____ Demonstrate knowledge of behavioristic theory and cognitive development.

____ Recognize relationship between language patterns and behavior.

____ Recognize factors in individual differences - sex, age, race, physical, intellect, and experiential background.

____ Demonstrate knowledge of techniques for studying human development.

____ Recognize the influence of communication media on pupil behavior.

____ Demonstrate knowledge of the scope and sequence of the total instructional program.

____ Identify community services available to schools and pupils.

____ Select and translate into educational objectives the content areas of history, geography, sociology, anthropology, economics, and political science.

____ Prepare learning activities related to development of social science concepts.

____ Write techniques for teaching controversial issues.

____ Select types of social problems appropriate for pupil investigation.

____ Recognize characteristics of resource units, teaching units, and daily lesson plans.

____ Recognize characteristics of readiness.

____ Identify literary, art, and music sources related to stated objectives and conceptual level of pupils.

____ Recognize reading difficulties inherent in social studies material.

____ Recognize the significance of language in the pupil's personal, social, academic, and economic development.

____ Correlate listening, reading, speaking and writing skills.

____ Prepare lessons that focus on developing maturity of experssion.

____ Develop learning activities to aid pupils in thinking, feeling, speaking and writing.

CREATING A MOTIVATIONAL ENVIRONMENT BEHAVIOR

This is behavior that is directed towards the encouragement of pupil interest in learning activities. It is designed to increase the pupil's desire to become involved in learning.

____ Display pupil's work.

____ Encourage pupils to make their own bulletin boards.

____ Encourage pupils to work on assignments.

____ Relate to pupil experiences.

____ Help the class to develop lesson activities.

____ Grade papers diagnostically.

____ Encourage individual pupil projects.

____ Demonstrate confidence in student's ability to learn.

____ Identify pupil interest, imagination, and energies that become vital components in developing an instructional program.

____ Encourage pupils to contribute to the planning of learning experiences.

____ Recognize the role of motivation and intellectual stimulation in the learning process.

____ Promote conditions where the creative process flourishes.

____ Incorporate group dynamics into classroom activities.

____ Demonstrate sensitivity to needs, interests, and capabilities of speaker and listener.

INSTRUCTIONAL BEHAVIOR

This is behavior designed to help pupils learn. It may be direct or indirect help but the final goal is to help the pupil to learn something.

____ Identify relationships between teacher performance and pupil performance.

____ Identify relationships between performance objectives and teaching activities.

____ Demonstrate knowledge of the subject matter dealt with by pupils at different developmental stages.

____ Demonstrate the use of group reading as a method of teaching reading to slow students.

____ Write individual group instructions on guide sheets.

____ Designate group chairmen to summarize at the closing of group work.

____ Demonstrate the use of role play in instructional situations.

____ Encourage pupils to express thoughts orally.

____ Encourage pupils to express thoughts in written form.

____ Involve pupils in group discussion.

____ Relate complex subject matter to pupils.

____ Respond to pupils who ask complex questions.

____ Use small group activities.

____ Encourage pupils to inquire.

____ Demonstrate knowledge of the learning process.

____ Listen to pupils responses and react on the basis of the response.

____ Use new materials and methods.

____ Discuss errors on graded papers.

____ Use field trips for specific instructional outcomes.

____ Use learning experiences in auditory discrimination.

____ Point out context clues to pupils.

____ Use pictures in teaching.

____ Develop pupil interest in a problem and observe the formulation.

____ Assist pupils in developing a solution to a problem.

____ Demonstrate knowledge of skills in developing problem situations.

____ Demonstrate knowledge of techniques and skills in presenting problem solution methods.

____ Demonstrate knowledge of skills in critiquing problem solutions.

____ Use activities involving "Creativity" as problem solving.

____ Help develop pupil questioning behavior.

____ Recognize and interpret the process of change.

____ Demonstrate ability to show relationships within the environment.

____ Classify and identify items in the learning environment.

____ Develop self expression in communicating.

____ Control instructional timing.

____ Demonstrate ability to develop pupils' independent learning skills.

____ Demonstrate knowledge of methods for individual instruction.

____ Use learning experiences that will maximize pupils' ability to succeed.

____ Use current events in learning activities.

____ Use learning experiences that promote divergent and convergent thinking.

____ Demonstrate knowledge of classroom grouping procedures and techniques.

____ Use maps, pictures, graphs, charts, and diagram skills.

____ Demonstrate knowledge of reading and non-reading learning resources at different conceptual levels.

____ Demonstrate knowledge of time, space, and relationship concepts appropriate for pupils' conceptual levels.

____ Help students interpret and draw conclusions from data gathered for inquiry.

____ Demonstrate ability to structure classroom situations in which pupils can discover and practice techniques of communication.

____ Demonstrate ability to use techniques of guiding pupils in the reading process (texts, biography, fiction, journals, newspaper, reference sources).

____ Demonstrate dramatic activities associated with learning activities.

____ Demonstrate knowledge of construction activities related to learning activities.

____ Demonstrate knowledge of the techniques for teaching reading-interpretation lessons in social studies texts, maps, graphs, charts, tables, diagrams, and pictures.

____ Demonstrate knowledge of geographic factors and their relationships to cultural, economic, social, political, and scientific progress.

____ Recognize standards associated with the writing act - writing, spelling, punctuation, capitalization.

____ Demonstrate knowledge of the structure of the written word and its relation to development of words, sentences, paragraphs, etc.

____ Help pupils select relevant facts from a general body of knowledge.

____ Guide pupils to organize ideas into a logical structure.

____ Demonstrate knowledge of methods of scientific inquiry.

EVALUATION BEHAVIOR

Evaluation behavior is concerned with the process of testing, measuring, and judging pupil behavior in order to structure future learning activities. Such behavior involves the material used in school testing programs.

____ Recognize characteristics of testing, measuring, and evaluating.

____ Recognize characteristics of various types of classroom tests.

____ Classify tests in terms of characteristics.

____ Develop a criteria to evaluate tests.

____ Recognize the role of the concepts validity, reliability, relevance, and validity in evaluating tests.

____ Recognize the relationships among observed scores, true scores, and errors in measurement.

____ Evaluate test items in terms of criteria for good item construction and use.

____ Recognize general rules for making frequency distribution for a given set of scores.

____ Recognize characteristics of percentiles.

____ Interpret percentiles.

____ Recognize characteristics of percentile ranks.

____ Interpret percentile rank.

____ Find ranks for a given set of pupil scores.

____ Find the mode for a set of scores.

____ Recognize characteristics of central scores such as means, medians, and modes.

____ Recognize characteristics of a range.

____ Make appropriate suggestions for revision or reuse of a test item on the basis of item analysis data.

____ Recognize characteristics of standard error of measurement.

____ Recognize characteristics of various types of test norms.

____ Identify resources that will provide information about standardized tests.

____ Differentiate validity, reliability, norm, and practicality information about standardized tests.

____ Grade positively.

____ Interpret IQ scores as one indicator of ability.

____ Use a variety of evaluation procedures.

____ Assess individual stages of development.

____ Survey tests used to measure pupil attitudes.

____ Demonstrate ability to use diagnostic instruments.

____ Know characteristics of achievement batteries.

____ Know techniques of self-appraisal.

____ Know different methods of reporting pupil progress.

____ Derive testable "educational hunches" from actual classroom events, problems, or issues.

____ Use observational techniques for assessment of pupil behavior.

____ Demonstrate knowledge of methods for appraisal of pupil affective growth.

____ Develop techniques for pupil self-evaluation.

____ Evaluate pupils on an individual basis.

____ Describe grading and promotion practices.

____ Interpret learning activity in terms of one major learning theory.

____ Demonstrate techniques in observing pupil performance and assessing progress in accordance with stated objectives.

____ Evaluate personal beliefs and behavior toward pupils.

RELATIONS WITH STAFF AND PARENTS' BEHAVIOR

Behavior directed towards the development of personal relations between a teacher and other staff members or professional relations between the school staff and parents.

____ Ask for specific individual help or suggestions from other staff members.

____ Describe pupil's learning habits to parents.

____ Recognize the need for home-school communication.

____ Demonstrate ability to establish rapport with parents.

____ Develop cooperation with other teachers.

____ Use the services of speech therapists and special teachers.

____ Demonstrate sensitivity to others.

____ Communicate effectively with other staff members, administration, consultants, resource people, parents, and lay people.

____ Use parent-teacher and parent-teacher-student conferences.

____ Help conduct a parent-teacher conference.

____ Demonstrate ability to use planned conference techniques in parent-teacher conferences.

____ Demonstrate ability to establish "open climate" during parent-teacher conference.

____ Develop behavioral reports of pupil progress for parent conference.

____ Plan lessons with other staff members.

Appendix E

TERMINAL OBJECTIVES FOR STUDENT TEACHING

On completion of student teaching, the student will be able to:

1. Recognize that the student teaching program consists of a continuum of his own development and of activities in and out of the classroom which will assist him in his teacher training.

2. Incorporate his Practicum experiences into student teaching for the purpose of extending his progress and experiences toward successful teaching.

3. Reflect in his day to day performance an understanding of the historical and current development of his discipline within the secondary school curriculum.

4. Identify and anticipate probelms which may arise as a result of the physical, psychological, and social problems in his school.

5. Describe the socio-economic structure of the community and identify specific difficulties which may arise from the plurality of values.

6. Demonstrate a knowledge of problems of drug abuse and an awareness of their contrasting results.

7. State and discuss the functions and current practices of the secondary school as well as the philosophy and total curricular offerings of the assigned school.

8. Use what relevant materials are available in his school, curriculum center or the college which will assist him in his work.

9. Relate the textbooks to the current curricular guides of his school and to use the texts effectively.

10. Demonstrate competency in the subject matter essential to his teaching duties and skill in planning immediate and long-range goals for instruction.

11. Explain through his planning and activities both the importance of his discipline and its relationship to the secondary school curriculum.

12. Utilize possible contributions of other disciplines and teaching faculty both in his planning and in his teaching.

13. Describe the importance of educational objectives in any type of effective pupil learning.

14. Adjust and revise educational objectives to satisfy the various emerging potentials or his pupils.

15. Formulate teaching units, individual lesson plans and individualized instructional techniques that are based on the current educational trends for effective learning.

16. Formulate teaching activities on the basis of the conceptual schemes of his discipline and to use the different modes of research operative in his discipline.

17. Demonstrate a continuing and improved skill in the selection of a variety of supportive teaching materials and methods including multi-mode and multi-media.

18. Select language, illustrations and multi-mode activities suitable to the pupils' ability and understanding.

19. Demonstrate in his planning, an awareness of the various levels of learning, and provide for both inductive and deductive approaches.

20. Acquire a knowledge of new instructional strategies and attempt to integrate them whenever appropriate.

21. Demonstrate ability to budget time properly.

22. Develop skills in maintaining necessary records, such as the state register, in proper up-to-date order.

23. Plan teaching activities which integrate with the past learning and will support future educational activities of the pupils.

24. Work sympathetically and effectively with a diversity of pupils and peers, recognizing that there are different value systems and subcultures.

25. Develop rapport with the total professional staff to facilitate working and sharing.

26. Work effectively with pupils differing in language usage and basic skills.

27. Develop sensitivity to his dual role as student-teacher so as to enable him to anticipate and deal with conflicts and difficulties that may arise.

28. Evaluate periodically his overall affectiveness in the teaching situation as well as strengths and weaknesses.

29. Establish specific personal goals that may be necessary for professional growth in the light of student teaching objectives.

30. Demonstrate an interest in and commitment to his duties and responsibilities as a student teacher.

31. Respond positively to existing policy seeking to promote healthy and constructive attitudes in his students.

32. Develop an increasingly professional attitude in his leadership role as teacher while maintaining warm reciprocal relationships with his pupils and peers.

33. Demonstrate a mutual respect for the rights and privileges of each individual in his attitude and relationship with pupils, peers, and teachers.

34. Engage in conference with colleagues, parents, and administrators in a professional manner.

35. Demonstrate an openness to the advice and suggestions of his professional colleagues and pupils and to integrate what is appropriate.

36. Exercise his responsibilities, as a citizen, in his actions.

37. Work effectively with his cooperating teacher and superiors in meeting deadlines and adjust to changes such as scheduling.

38. Demonstrate ability to organize content material into conceptual schemes and formulate educational objectives of the discipline and the criteria for the course content.

39. Plan challenging activities to accomplish the specified educational objectives.

40. Make use of the services of both the administrators and teaching personnel to aid him in resolving problems related to his teaching duties.

41. Realize his strengths and weaknesses in maintaining an orderly creative learning climate. Acquire the necessary strategies and developmental procedures to facilitate an orderly, creative learning climate.

42. Plan and use effective educational procedures to continually inform the pupils of their progress.

43. Increase and develop pupil interest and involvement through his own enthusiasm and respect for his discipline.

44. Develop techniques for improving observation of pupil behavior and reactions.

45. Establish proper room arrangement to maintain proper physical environment for learning (individual, small group, or large group).

46. Arrange and operate audiovisual materials and plan demonstrations for effective pupil learning.

47. Acquire skill in a variety of voice patterns which are supportive to effective learning.

48. Enhance any learning situation by appropriate gestures, nonverbal cues in addition to conscious movements and position.

49. Describe his role as a student teacher and its relationship to the roles of all other secondary school and college personnel.

50. Accept responsibility for his behavior in being effectual in the fulfillment of the Student Teaching program objectives.

51. Identify the grading patterns of the school and recognize the necessity of consultation with cooperating teachers and the college supervisor in the determination of specific grades.

52. Acquire proper and effective orientation in respect to the school and its various facilities, such as library holding, A-V equipment, supplies, etc.

53. Reflect a knowledge of his privileges, restrictions, and duties, as a student teacher, in respect to the school and college policies.

54. Demonstrate an understanding of his rights and restrictions as a student teacher in respect to state laws and U.S. legal policies related to educational matters.

55. Identify the specific duties and responsibilities of both the teaching and the administrative school personnel.

56. Follow the procedures currently in use and work within rules and regulations which apply to all school personnel

57. Identify deficiencies and problems in the physical environment of the classroom, and develop strategies to compensate for them.

58. Acquaint himself with the available curricular guides, courses of study, and resources pertaining to his discipline.

RHODE ISLAND COLLEGE

Report Form A

Module Title _____

Source _____

Name _____ Date _____

1. What did it say?

2. What did it mean?

3. What is your reaction?

4. What is your evaluation?

RHODE ISLAND COLLEGE

Form B - Validation - Master

Name _____ Date _____

Activities - Skills - Strategies	Intellectual Competence	Performance Competence
Appendix B		
Classroom Management		
Discipline		
Planning		
Short Range		
Long Range		
Instructional Objectives		
Activities		
Evaluation		
Questioning		
Concept Development		
Developing Values		
Non-Verbal Communication		
Set-Closure		
Strategies		
Inquiry-Discovery		
Team Teaching		
Programmed Instruction		
Lecture		
Games-Simulation		
Large Group Instruction		
Small Group Instruction		
Independent Study		
Appendix C		
Guidance-Counseling		
Central Office		
Media		
16 mm Sound Motion Picture		
35 mm Filmstrip		
Cassette Tape		
Filmstrip with Sound		
Record (or tape)		
Duplicator		
Television		
V.T.R. (Video Tape Recorder)		

RHODE ISLAND COLLEGE

Form C (observation)

Name _____ Date _____

Lesson _____

1. Objectives

2. Planned Activities

3. Evaluation

RHODE ISLAND COLLEGE

GENERAL LESSON ANALYSIS WORKSHEET (Crocker)

Form D

Instructor's Name _____ Date _____

Observer's Name _____ Time _____

Class _____

Subject/Activity _____

Tape Number and Title (When Applicable) _____

1.0 Broadly Stated Goals

1.1 Elements - Type I

Type 2

1.2 Instructional Strategies

1.3 Atmosphere/Pupil Involvement

1.4 Evidence of Planning

1.5 Nuts and Bolts

1.6 Provision for Feedback

2.0 Introduction or Set

2.1 Body or Substance of Activity(s)

2.2 Windup or Closure

2.3 Random Comments (use reverse side if necessary)